



HEALTH AND PHYSICAL EDUCATION: HEALTH EDUCATION

Teaching, learning and assessment exemplar
Year 9

Factors affecting identity



Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Background

This teaching, learning and assessment exemplar (the exemplar) has been developed by the School Curriculum and Standards Authority (the Authority) as part of the *School Education Act Employees (Teachers and Administrators) General Agreement 2017* (Clause 61.1–61.3).

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Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

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The Western Australian Curriculum

The *Western Australian Curriculum and Assessment Outline* (the [Outline](https://k10outline.scsa.wa.edu.au) – <https://k10outline.scsa.wa.edu.au>) sets out the mandated curriculum, guiding principles for teaching, learning and assessment and support for teachers in their assessment and reporting of student achievement. The *Outline* recognises that all students in Australian schools, or international schools implementing the Western Australian Curriculum, are entitled to be given access to the eight learning areas described in the *Alice Springs (Mparntwe) Education Declaration*, December 2019.

The Health and Physical Education curriculum

The mandated curriculum is presented in the year-level curriculum documents.

The year-level curricula for each learning area deliver a sequential and age-appropriate progression of learning and have the following key elements:

- a year-level description that provides an overview of the context for teaching and learning in the year
- a series of content descriptions, populated through strands and sub-strands, that sets out the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn
- an achievement standard that describes an expected level that the majority of students are achieving by the end of a given year of schooling. An achievement standard describes the quality of learning (e.g. the depth of conceptual understanding and the sophistication of skills) that would indicate the student is well-placed to commence the learning required in the next year.



This exemplar

This Year 9 Health Education exemplar articulates the content in the *Outline* and approaches to teaching, learning and assessment reflective of the Principles of Teaching, Learning and Assessment. This exemplar demonstrates a sequence of teaching and learning, including suggested assessment points, for ten lessons.

The Health and Physical Education curriculum has been shaped by five interrelated propositions that are informed by a strong evidence base. This Health Education exemplar has been informed by these same propositions:


- Focus on educative purposes
- Take a strengths-based approach
- Value movement
- Develop health literacy
- Include a critical inquiry approach.

Consistent with a strengths-based approach, a successful Health and Physical Education program is where teachers select ongoing contexts that are accessible and meaningful to students as a focus for building on their strengths and interests.

While the exemplar has been written for one hour per week, school systems/sector, including the Department of Education, Catholic Education Western Australia, and the Association of Independent Schools of Western Australia, may have programs additional to the Western Australian Health and Physical Education curriculum that are taught in schools.

Catering for diversity

This exemplar provides a suggested approach for the delivery of the curriculum and reflects the rationale, aims and content structure of the learning area. When planning the learning experiences, consideration has been given to ensuring that they are inclusive and can be used in, or adapted for, individual circumstances. It is the classroom teacher who is best placed to consider and respond to (accommodate) the diversity of their students. Reflecting on the learning experiences offered in this exemplar will enable teachers to make appropriate adjustments (where applicable) to better cater for students' gender, personal interests, achievement levels, socio-economic, cultural and language backgrounds, experiences and local area contexts.



Using this exemplar

This teaching, learning and assessment exemplar provides suggestions to support the delivery of the mandated curriculum content. The exemplar provides:

- a teaching and learning sequence
- the mandated curriculum content to be taught at each point of the teaching and learning sequence, suggested resources, sample assessment tasks and marking keys
- the number of lessons to deliver the teaching and learning experiences
- learning intentions and support notes that may provide focus questions and additional information and/or examples to assist with the interpretation of curriculum content
- support notes to assist teachers to unpack the content and support teaching and learning experiences
- teaching and learning experiences that outline the structure of the lesson. These explicitly state each activity that the lesson will progress through and the key focus area for that activity.

Links to electronic resources

This sequence of lessons may utilise electronic web-based resources, such as videos and image galleries. Teachers should be present while an electronic resource is in use and close links immediately after a resource, such as a video has played to prevent default 'auto play' of additional videos. Where resources are referred for home study, they should be uploaded through Connect, or an equivalent system, that filters advertising content.



Best practice

Teaching and learning

The teaching and learning opportunities offered in this exemplar are not exhaustive. Thus, teachers are encouraged to make professional decisions about which learning experiences, and the sequence in which they are delivered, are best suited to their classroom context, taking into account the availability of resources and student ability.

Teachers may find opportunities to incorporate the General capabilities and the Cross-curriculum priorities into the teaching and learning program.

Ways of teaching – teachers can locate additional information on the Ways of teaching from the School Curriculum and Standards Authority (the Authority) website

<https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/health-and-physical-education/p-10-hpe-teaching/health-and-physical-education-ways-of-teaching>.

Assessing

Assessment, both formative and summative, is an integral part of teaching and learning. Assessment should arise naturally out of the learning experiences provided to students. In addition, assessment should provide regular opportunities for teachers to reflect on student achievement and progress. As part of the support it provides for teachers, this exemplar includes suggested assessment points. It is the teacher's role to consider the contexts of their classroom and students, the range of assessments required, and the sampling of content descriptions selected to allow their students the opportunity to demonstrate achievement in relation to the year-level achievement standard.

Ways of assessing – a range of assessment strategies that can enable teachers to understand where students are in their learning is available on the Authority website

<https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/health-and-physical-education/p-10-hpe-assessing/health-and-physical-education-ways-of-assessing>.

Reflecting

Reflective practice involves a cyclic process during which teachers continually review the effects of their teaching and make appropriate adjustments to their planning. The cycle involves planning, teaching, observing, reflecting and replanning.

Teachers may choose to expand or contract the amount of time spent on developing the required understandings and skills according to their reflective processes and professional judgements about their students' evolving learning needs.



Factors affecting identities

This teaching and learning sequence aims to develop students' understanding of the factors that shape identities and adolescent health behaviours. There is a focus on the impact that gender stereotypes and expectations may have on a young person.

This exemplar presents a teaching and learning sequence that will develop knowledge and awareness of how identities develop over time, the impact external factors may have on this development and how this might be reflected in adolescent behaviours. Students have the opportunity to raise awareness about the impact of stereotypes and how this can influence identity and behaviour. Throughout the lesson sequence and assessment, students will be encouraged to challenge existing gender stereotypes and suggest respectful strategies to challenge and reduce these types of behaviour, taking into account personal differences and opinions.

Through engaging in these learning experiences, students will be provided with learning experiences that allow them to explore the fundamentals of what identity is and the factors that ultimately shape a young person's personal identity, including the impact of stereotypes and expectations on developing a healthy identity and positive sense of self. Students will therefore be well prepared to address the key requirements of the summative assessment task, at a level suited to their current ability.



Western Australian Curriculum | What will be taught

In the middle adolescence phase of schooling, teaching and learning programs encourage students to develop an open and questioning view of themselves as active participants in their society and the world.

Health and Physical Education provides opportunities for students to refine their understanding of how they can contribute to individual and community health and wellbeing. Students have frequent opportunities to participate in physical activities, including in outdoor settings, to value the importance of active recreation as a way of enhancing their health and wellbeing throughout their lives.

In Year 9, students take into consideration the influence of external factors on their ability to make safe and informed choices, which may impact their capacity to achieve a healthy lifestyle. They continue to develop knowledge, skills and understandings in relation to respectful relationships, with a focus on skills that promote positive interactions and resolving conflict. Students examine effective strategies that may be implemented in situations where the giving or denying of consent is required.

Students focus on elements of speed and accuracy in different movement environments, while continuing to develop the efficiency of movement skills. They explore ways to evaluate performances, through analysis of skills and movement, and measure a number of the body's responses to physical activities. They transfer previous knowledge of outcomes in movement situations to inform and refine skills, strategies and tactics to maximise success. Opportunities are provided for students to refine and consolidate skills and strategies for effective leadership and teamwork, and consistently apply ethical behaviour across a range of movement contexts.



Achievement standard | What is assessed

By the end of the year:

Health Education

Students identify and apply relevant criteria to determine the effectiveness of various strategies that may be used to enhance health and wellbeing. They determine the appropriateness and reliability of health information and whether it is suitable for use in a particular context. Students examine a range of characteristics of respectful relationships. They describe and apply appropriate skills and strategies to resolve and manage conflict within different environments.

Physical Education

Students select and use individual movement skills and sequences that increase in complexity and perform them with increased speed and control and improved accuracy. They implement tactics and adapt them in response to previous performances. Students measure a number of the body's responses to physical activity. In competitive contexts, students participate ethically and demonstrate leadership and ways to build motivation. They encourage teamwork in various contexts toward inclusive, lifelong participation.

The background features several overlapping circles of varying sizes and shades of green. A solid dark green horizontal bar is positioned in the lower-left quadrant. The text 'LESSONS 1-10' is centered within this bar, underlined.

LESSONS 1–10



Lessons 1–2: Rights, responsibilities and my identity

The Western Australian Curriculum content addressed in these lessons is below.

Personal identity and change

- Factors that shape personal identities and adolescent health behaviours
-

Learning intentions

Understand what rights and responsibilities are and how they apply to young people.

Understand the concept of personal identity.

Understand the factors that affect identity development in adolescence.

Support notes

Classroom procedures

- Create a safe space.
 - <https://gdhr.wa.gov.au/guides/what-to-teach/group-agreement>
- Ensure the students use the one-step-removed technique to avoid revealing personal information to the class.
 - <https://gdhr.wa.gov.au/learning/teaching-strategies/making-decisions/one-step-removed>
- Protective interrupting can also be used to prevent sensitive information being revealed.
 - <https://gdhr.wa.gov.au/guides/what-to-teach/protective-interrupting>

Human rights – definition

- <https://humanrights.gov.au/our-work/education/human-rights-explained-fact-sheet-1-defining-human-rights>

UNICEF – simplified rights of a child

- <https://www.unicef.org/child-rights-convention/convention-text-childrens-version>

Focus questions

- What is a right?
- Why are rights and responsibilities linked?
- What is identity?
- What factors contribute to the development of identity?
- What factors affect or shape our identity?
- How do these factors influence behaviour?



Teaching and learning experiences

At the start of each lesson students complete their emotional barometer, followed by a mindful moment. (Appendix A)

Starter activity

Understanding rights and responsibilities for health, safety and wellbeing

- What is a human right? What rights do young people have?
- Create a definition with the class. (Support notes)
- Students provide examples of different types of rights a young person may have.
- Discuss with students why people have rights and how rights differ between children and adults. (Appendix A)
- Ask students why rights for young people are necessary. Explain that having rights provides people with a set of guidelines that promote and protect young people, including recognition of our values and identity.
- Ask students what responsibilities are.
- Explain that with every right comes responsibility and that individuals must exercise their rights while considering the rights of other people. For example, in Australia, each child has the right to an education; however, it is the responsibility for each individual child to take advantage of the opportunity to learn and also allow all other students to have the right to their education.
- Use the following website – Australian Human Rights Commission (click on lesson one), to test and summarise understanding of human rights and responsibilities. This can be done as a class activity or individually.
 - <https://humanrights.gov.au/introhumanrights/>
Refer to focus questions to ensure students have understood the concepts covered.
- Emphasise that it is important to know our rights to be safe and protect ourselves and our identity; however, we must always maintain the rights of others in the process, taking into account personal differences and opinions.
- Lead into the topic of identity.

Learning

Developing a healthy identity.

- Students to write the words ‘my identity’ in the centre of an A4 or A3 piece of paper.
- Around the words, list the following questions.
 - Who am I?
 - What makes me uniquely me?
 - What do I like to do?
 - What are my strengths?
 - What are my beliefs?
 - What are my values?
- Students quietly reflect on the questions thinking about who they believe themselves to be and add their thoughts to the paper.
- Add to this reflection as the lesson progresses, or even use it to support the concluding task in Lessons 7–8.



Teaching

- Define the term identity with the class. (Appendix A)
- Create a list on the board of all the elements that may be considered part of a person's identity; for example, personality, qualities, clothes, hobbies, ethnicity, religion, beliefs, behaviours, qualities, values.
- Discuss with students that identity is core to who we are as individuals; however, some aspects of identity can be chosen, and some cannot, such as ethnicity.
- Explain that our identity continues to change throughout our lives and there are certain factors that will significantly shape who we are, particularly during times of development and growth.

Learning

- In pairs, students create a thinking cloud to include all the factors they can think of that may shape and influence identity development in young people.
- Students share their ideas with the class. Encourage students to continue to add to their thinking clouds while listening to others.
 - Examples may include family, friends, school, hobbies, music, media, social media, socio-economic status, self-belief/esteem, culture, community, beliefs of others, body image, stereotypes, societal norms.
- Students provide an example of a positive and negative influence that each factor could have on a developing identity.
- Select some students to share with the class an example of a positive and negative influence that may factor in developing identity.
- Students identify which factors have the greatest influence on young people and why.
- Compare their responses with a partner to see if they agree and discuss whether these are positive or negative influences and why.
- Identify which factor could be the most detrimental for a young person and why.
- Use focus questions to consolidate understanding of learning intentions.

Concluding activity

- Conduct the Write, fold and pass it on positive qualities group activity. (Appendix A)
- Students compare their paper with the reflection from the beginning of the lesson.
- Ask students to look for similarities or differences.
- Students can add any additional qualities to their reflection.
- Summarise the key learning from the lessons and review focus questions.



Lessons 3–4: Values and behaviours

The Western Australian Curriculum content addressed in these lessons is below.

Personal identity and change

- Factors that shape personal identities and adolescent health behaviours
 - Strategies for managing changes and transitions
-

Learning intentions

Understand what strengths and values are.

Identify personal strengths and values.

Understand how strengths and values contribute to developing a positive identity.

Support notes

- Strengths are something that we're good at and when we use them, they can energise and empower us. Our strengths can influence the way we behave, think or feel, and allow us to function and perform at our best.
- Values are a set of deeply held beliefs and principles which individuals believe to be important to live by.
- Positive Psychology
<https://positivepsychology.com/classification-character-strengths-virtues/>
- SDERA – Be Ready Year 9 Student Workbook pp. 1–2
<https://www.sdera.wa.edu.au/resources/secondary-resources/challenges-and-choices-drug-education-resources/>
- Read or project the Dalai Lama quote on the board.
- Students think about the quote and what they understand by it.
- Students discuss this with a partner.
- Students share their interpretation of the quote with the class.

Sample values

- Compassion, kindness, honesty, trustworthiness, respect, responsibility, tolerance, beauty, money, enjoyment.
- <https://examples.yourdictionary.com/examples-of-core-values.html>

Focus questions

- What are strengths?
- What are values?
- Why might understanding personal strengths and values be important in developing a positive identity?
- What factors may cause a young person to go against their values?
- What strategies can you utilise to manage development and changes as a young person while maintaining consistent moral values and behaviours?



Teaching and learning experiences

At the start of each lesson students complete their emotional barometer, followed by a mindful moment. (Appendix A)

Starter activity

- Ask students to write down three things they believe they are good at.
- Ask students to write down three things they believe are important in life.
- Explain to students that the things people are good at are called strengths and the things that people believe to be important in life are values. Discuss why it might be helpful to find out what our strengths and values are. Emphasise that strengths and values form a substantial part of our developing identity.
- Create a definition for strengths and values. (Support notes)
- Introduce focus questions.

Teaching

- Teach steps 1 and 2 of Activity 1 Strength to Strength in SDERA Year 9 Teacher Resource Module 1 available at <https://www.sdera.wa.edu.au/resources/secondary-resources/challenges-and-choices-drug-education-resources/>
- Additional resources and delivery methods can be found in lesson resources. (Appendix A)

Learning

- Complete step 2 of Activity 1 Strength to Strength in SDERA Year 9 Teacher Resource Module 1.

Teaching

- Click on the following link and use the quote by the Dalai Lama as a stimulus for this activity. <https://www.goodreads.com/quotes/209035-open-your-arms-to-change-but-don-t-let-go-of>
- Conduct a think-pair-share with the class, asking them what they think the quote means.
- Students share their thoughts.
- Discuss the variety of interpretations of the quote with students. Emphasise that it is important to allow yourself to develop, change and experience different things as a young person, but never lose sight of what you believe is right and wrong. This is made up of personal values that will continue to develop over time.
- Ask students why people may make decisions that go against their values?
- Students write down a list of 10 core values that they can think of. This can be done as a class activity or individually. Examples can be found in the support notes.
- Collate all the values on the board.

Note: focus on moral values (things that you believe to be right or wrong).

- Students to pick their top five values from the list. These can be values they already feel they have or ones they would like to develop.

Learning

- Working in small groups or pairs, students choose a TV show or movie and make a list of the main characters.
- Students identify the main core values demonstrated by each of these characters, giving an example to support their choice.
- Share some examples with the class.



Teaching

- Watch the following clip:
 - PragerU: What matters most in life?
<https://www.youtube.com/watch?v=Lg-wNxJ5XxY>
This highlights the connection between values, feelings and behaviours.
- Discuss the content with the class.
- Refer back to the earlier quote by the Dalai Lama and ask students to provide examples from their own lives (or examples they have witnessed), where they have seen a conflict between maintaining consistent moral values and behaviours. Examples can be either positive or negative.
- Discuss examples.
- Emphasise that actions and behaviour reveal true values, and this will take constant practice and awareness.
- In preparation for the next activity, explain what a motto is and how a personal motto can be used as a constant reminder of the values you want to cultivate every day.
- Use appropriate websites to provide students with examples of different types of mottos or use the following website to provide some examples:
 - Barrie Davenport – 33 Good Mottos To Live By For A Stellar Life
<https://liveboldandbloom.com/01/quotes/mottos-to-live-by>

Learning

- Students design a personal motto that can be displayed as a reminder in a variety of places (screensaver, bedroom poster, sticky notes), and that summarises the key core values they would like to demonstrate.
- Students decide on a format to present their motto in and where it will be displayed as a constant reminder to them.
- Mottos can be produced as hard copy or in digital format.

Concluding activity

- Students to recall their top five strengths and top five values.
- Students review focus questions.
- Share examples of mottos created or ask students to write their motto on a sticky note to place on the board as they leave.



Lessons 5–6: Gender identity and roles

The Western Australian Curriculum content addressed in these lessons is below.

Personal identity and change

- Factors that shape personal identities and adolescent health behaviours
-

Learning intentions

Understand the difference between sex, gender and gender identity.

Understand what the construct of gender is and the impact this may have on a young person's developing identity.

Understand what gender roles are and the effect on identity and behaviour.

Support notes

- Defining sex and gender, gender identity and background information
 - https://www.who.int/health-topics/gender#tab=tab_1
 - Examples of characteristics and attributes that are generalised in society for males and females: clothing, sports, jobs, behaviours, interests, colours, emotions.
- Students think about what they understand by the terms, 'sex' and 'gender'.
- Students discuss with a partner.
- Students share their thoughts and discussions with the class.

Focus questions

- What is gender?
- What is sex?
- What is gender identity?
- What characteristics does society attribute to males?
- What characteristics does society attribute to females?

Teaching and learning experiences

At the start of each lesson students complete their emotional barometer, followed by a mindful moment. (Appendix A)

Starter activity

- Watch the following clip as an introduction to the lesson:
 - Nike: What are girls made of?
https://www.youtube.com/watch?v=Y_iCII5ngdI
- Ask students to summarise:
 - what they think the clip was about
 - what the intention or message behind the clip may have been.
- Create discussion around societal norms and expectations for girls. Include the reaction of the audience and the influence this had on the behaviour of the girl in the clip.

- Read out the poem:
 - All nursery rhymes: What Are Little Boys Made Of?
<https://allnurseryrhymes.com/what-are-little-boys-made-of/>
- Continue the discussion:
 - What is the poem about?
 - How are boys described? Why?
 - How are girls described? Why?
 - How might these expectations influence identity and behaviour in boys?
 - How might these expectations influence identity and behaviour in girls?
- Share the learning intentions with the class, linking back to work done on identity and the factors that influence identity and behaviour in a young person.

Teaching


- Project or write the words 'sex' and 'gender' on the board and ask students to conduct a think-pair-share activity about what each term means.
- Students share their thoughts with the rest of the class.
- Define each term. (Support notes).
- Provide an opportunity for students to ask questions around these terms, to avoid confusion.
- Briefly discuss gender identity. (Support notes)
- Students watch the following clip to help consolidate their understanding of these terms:
 - AMAZE Org: Range of gender
<https://www.youtube.com/watch?app=desktop&v=i83VQlaDIQw>
- Explain to students that the characteristics of males and females have been constructed by society over time.

Learning

- In pairs, brainstorm all the characteristics that society often generalises as being attributed to males and females; for example, clothing – girls wearing skirts and dresses, boys wearing shirts and pants.
- Contribute ideas to a class brainstorm on the board.
- Use focus questions to guide teaching.

Teaching

- Conduct a class discussion regarding the attributes and generalisations that exist for boys and girls.
 - Ask students to refer to their own life experiences and complete the following activity by listing or visually demonstrating as many things as possible.
 - Because I am a girl, I am expected to ...
 - Because I am a boy, I am expected to ...
- Once complete, the responses to this activity can be displayed on the wall and used as a key discussion point to demonstrate the expectations that exist within society that young people may encounter.

- 
- Divide the responses into categories, such as roles, emotions, behaviours, interests, appearance etc.
 - How does this type of expectation affect someone physically, socially, mentally and emotionally?
 - How does it affect their developing identity?
 - How does it affect behaviour?
 - Students to reflect on and answer these questions individually or in groups and then share with the class.
 - Watch the following clip to consolidate understanding and views:
 - AMAZE Org: Gender roles and stereotypes
<https://www.youtube.com/watch?app=desktop&v=Ulh0DnFUGsk>
 - Review focus questions to determine student understanding of the learning intentions.

Concluding activity

- Test students on each of the definitions learnt during the lesson.
- Watch the following clip to raise the awareness of assumptions and language:
 - Respectful Relationships Education: Because why shouldn't boys dance?
<https://education.ourwatch.org.au/resource/because-why-shouldnt-boys-dance>
- Ask students to identify one societal view that they may have; for example, ballet is for girls. Could they change that view today?



Lessons 7–8: The impact of stereotypes and expectations

The Western Australian Curriculum content addressed in these lessons is below.

Personal identity and change

- Factors that shape personal identities and adolescent health behaviours

Staying safe

Skills to deal with challenging or unsafe situations:

- refusal skills
 - initiating contingency plans
 - acting assertively
-

Learning intentions

Understand the concept of stereotypes.

Understand how stereotypes influence behaviour and identity development.

Suggest how to positively challenge the use of stereotypes in community.

Explore possible actions and strategies to promote a positive development of identity and promote respect for self and others.

Summarise personal identity development.

Support notes

Who might wear these shoes?

- Collate a variety of photographs of different types of shoes.
- Students to work in pairs.
- Give each pair a photograph of the shoes.
- Students to draw a picture or write a description of who they think would wear these shoes.

Suggested criteria to include:

- name/age/nationality
- personality
- job
- hobbies/likes/dislikes
- marital status.
- Role play activity.
- Students work small groups of two to four.
- Students are to devise a scenario and response based on a common stereotype that they have heard. See proforma worksheet. (Appendix A)
- Students act out the scenario.
- Students to devise a suitable way to challenge this stereotype and promote healthy identity development and respect for self and others.
- Students act out the strategy/solution they have devised.
- Discuss whether the class think the solution would be effective and why.



Focus questions

- What is a stereotype?
- How and why have stereotypes developed?
- Are stereotypes harmful?
- How might stereotyping make people feel?
- What affect could stereotyping have on the development of positive identities?
- What can we do to challenge the use of stereotypes?

Teaching and learning experiences

At the start of each lesson students complete their emotional barometer, followed by a mindful moment. (Appendix A)

Starter activity

- Two-minute brain buzz. Students write down everything they have learnt from the previous six lessons. They can create lists, mind maps, brainstorm, paragraphs or any other suitable method to demonstrate all the content that they have understood and can recall.
- Teacher can use this formative assessment to inform teaching and students' current level of understanding on the content delivered so far.
- Revisit any areas as required.


Teaching

Defining stereotypes

- Teacher organises the activity 'Who might wear these shoes?' (Support notes)
- Students complete the required criteria for their imaginary person and share with the rest of the class.
- Ask each group the following questions:
 - how did they decide on the type of person they had chosen?
 - what influenced their decision? Refer to the suggested criteria.
- Use this information to guide a discussion on stereotypes and how our decisions are often determined by a preconceived idea or belief system about different categories or groups of people.
- Create a class definition of stereotypes.
- Ask students if they think stereotypes are accurate. Why? Why not?
- Students reflect on whether all stereotyping is negative, or whether it can be useful.
- Explain that the brain often uses categories or groups to help organise information and this is not necessarily bad, but problems arise when people are not treated individually, and assumptions are made that all people in that group are the same or people are judged according to a stereotypical belief.
- Students brainstorm different types of stereotypes; for example, gender, age, race/ethnicity.
- Teacher collates all the ideas on the whiteboard.
- Ask students if teenagers are sometimes subjected to being stereotyped?

Learning

- Students write a paragraph describing how they believe teenagers can sometimes be portrayed by adults.
- Teachers may need to monitor this activity to avoid inappropriate responses.
- Working with a partner, students compare paragraphs and highlight common themes or words.

- 
- Identify why this stereotype may have occurred and how it makes people feel.
 - Use the focus questions to guide understanding.

Teaching

- Explain that stereotyping people can influence how they behave and what they believe they are capable of achieving. This can affect a person's self-esteem and the development of a positive sense of self.
- Use the following clip to consolidate this understanding:
 - CNA Insider: How stereotypes influence our behaviour
<https://www.youtube.com/watch?v=FTYMSulvnyw>

Challenging stereotypes

- Recap that it is natural for the brain to categorise people and situations according to what has been learnt or experienced. Highlight that it is important for individuals to be aware of any preconceived ideas and beliefs they have and how that may lead to being discriminatory. Stereotypes are not harmful if they do not affect your attitude and behaviour towards an individual.
- Teacher conducts a role play activity (Support notes) to help students understand how to deal effectively with stereotypes and discriminatory behaviour, learning to express thoughts and opinions in a constructive manner, and to encourage positive identity development in oneself and others.
- Areas for students to include could be types of communication (assertive communication), the use of empathy and the application of rights and responsibilities.
- Students act out their scenario and present their ideas to the rest of the class.
- After watching all presentations, students write a summary of the key points about challenging stereotypes and discrimination.
- Emphasise the following steps that can be used to challenge the use of stereotypes.
 - Accept that we all tend to stereotype.
 - Recognise when you and others are stereotyping.
 - Gather information and develop your knowledge about an individual that counteracts the stereotype.
 - Be curious and kind, getting to know a person before making any assumptions about them.
 - Communicate assertively and with compassion for all.

Teaching

- Summarise the importance of being able to express who we are as individuals without fear of judgement.
- Outline the importance of respecting each other and voicing opinions and beliefs in a positive way.
- Ask students to recall the steps to challenge stereotypes (Accept, Recognise, Gather information, Be curious and kind, Communicate assertively).
- Review focus questions.



Concluding activity

- Throughout the lesson sequence students have been focusing on their developing identity and the factors that help shape them into the person they will become. Summarise this learning by completing the This is me, identity card task.
 - Students are to create an identity card which positively summarises their current identity development. The card can include general information about themselves, a photo or picture, their values, strength and beliefs.
 - Cards can be produced digitally or on paper. A proforma worksheet has been provided. (Appendix A)
 - Cards should provide a visual representation of the key characteristics that make each student unique.
 - Cards can be displayed in the classroom or kept visible on the desk throughout health lessons, to reinforce the learning intentions.



Lessons 9–10: Summative assessment

The Western Australian Curriculum content addressed in these lessons is below.

Personal identity and change

- Factors that shape personal identities and adolescent health behaviours
- Strategies for managing changes and transitions

Staying safe

Skills to deal with challenging or unsafe situations:

- refusal skills
 - initiating contingency plans
 - acting assertively
-

Learning intentions

Introduce the summative assessment.

Develop a promotional multimedia campaign designed to challenge gender stereotypes.

Support notes

- For full details of the summative assessment and instructions to teachers and students. (Appendix B)

Things to consider during assessment lessons

- The task is adequately scaffolded to ensure all students can access the content.
- Provide students with relevant examples that clearly demonstrate the requirements of this task.
 - Use a checklist for students to track progress and ensure all criteria are complete.
 - Additional background information on the first of the audiovisual clips can be found at the following website:
<https://always.com/en-us/about-us/our-epic-battle-like-a-girl>.

Teaching and learning experiences

At the start of each lesson students complete their emotional barometer, followed by a mindful moment. (Appendix A)

Teaching

Assessment task introduction

- Follow assessment task – teacher instructions. (Appendix B)
- Classwork from Lessons 1–8 should be available as a reference for students.
- Ensure internet access is available to watch the following two audiovisual clips:
 - Always: #Like a girl <https://www.youtube.com/watch?v=dxrPeFKtUwQ>
 - Boys and girls on stereotypes <https://www.youtube.com/watch?v=aTvGSstKd5Y>
- Students may benefit from a checklist to ensure they meet the all the requirements of the task.
- Two lessons should be provided in which to complete the assessment task. Additional time for recording and presentations may be required, at the discretion of the teacher.
- Teacher monitors progress throughout and provides feedback as required.



APPENDIX A:
TEACHING AND LEARNING – RESOURCES

Mindfulness and emotional barometer resources


Mindfulness

Mindfulness is a technique that helps bring awareness to the present moment and can be used to create change in the autonomic nervous system. Different techniques can be learnt that bring about different effects; for example, techniques to calm an anxious mind or create better focus and concentration.

The practice of mindfulness and meditation has many health benefits for both students and teachers. It provides young people with an opportunity to learn simple techniques, which will ultimately improve certain aspects of their overall emotional, mental and physical wellbeing.

See the table below for a selection of resources that could be used with the students to help integrate these practices into your classroom and assist you to feel comfortable in delivering a short moment of mindfulness each lesson.

Resources and information	Link
<p>Smiling Mind Introduction to mindfulness and the benefits of mindful practices.</p> <p>A free app that can be downloaded onto any mobile phone or tablet.</p> <p>Videos include:</p> <ul style="list-style-type: none"> • What is mindfulness? • Why do we need mindfulness and what are the benefits? • How to practise mindfulness • How mindfulness helps to manage emotions <p>Meditations Full playlist available.</p>	<p>Smiling Mind. (2023). <i>What is mindfulness?</i> https://www.smilingmind.com.au/mindfulness</p> <p>Smiling Mind. (2023). <i>Try the Smiling Mind app.</i> https://www.smilingmind.com.au/smiling-mind-app</p> <p>Smiling Mind. (2018). <i>Introduction to Mindfulness.</i> [YouTube]. https://www.youtube.com/user/SmilingMindTV/featured</p> <p>Smiling Mind. (2017). <i>Back to School Meditations & Smiling Mind Sleep Meditations.</i> [YouTube]. https://www.youtube.com/user/SmilingMindTV/playlists</p>
<p>Back to School Meditations A list of eight meditations suitable for high school students.</p>	<p>Smiling Mind. (2017). <i>Back to School Meditations.</i> [YouTube]. https://www.youtube.com/playlist?list=PLp3vpYbUmlqdvcm0iwsWX-VXE7ldTGvp</p>



Resources and information	Link
Daily Calm A collection of stories, sounds, mediations and brain training	Calm. (n.d.). <i>Calm – take a deep breath</i> . [YouTube]. https://www.youtube.com/user/calmdotcom
Head & Heart Mindfulness Free downloadable resources	head & heart mindfulness. (2024). <i>Mindful Kids Are Happy Kids</i> . https://www.headandheartmindfulness.com.au/

Emotional barometer

An emotional barometer is a check-in tool that can be used at the start of each lesson to help students understand how they are feeling and the intensity of their emotions. The purpose of the emotional barometer is to help students understand, recognise and label how they are feeling and notice how their emotions are impacting on their thoughts, actions, behaviours and learning.

Students can be encouraged to give a reason for their chosen level of emotion and therefore create greater awareness surrounding the circumstances that have led them to feel that way and what they could possibly do to improve their current emotional state.

It is useful to follow an emotional check-in with mindfulness techniques which, when taught and used regularly, can provide students with strategies to help manage and regulate their own emotions and improve their overall wellbeing and coping skills.

A sample emotional barometer is included in this exemplar for teachers to explore with their class.

Take a moment to check in



Check in comment

A large, empty teal rectangular box for writing a comment.



Check in comment

A large, empty teal rectangular box for writing a comment.

Lesson resources

Lessons	Resource	Link/information
1–2	GDHR Establishing ground rules	Department of Health. (n.d.). <i>Establishing a group agreement</i> . https://gdhr.wa.gov.au/guides/what-to-teach/group-agreement
	One step removed	Department of Health. (n.d.). <i>One step removed</i> . https://gdhr.wa.gov.au/learning/teaching-strategies/making-decisions/one-step-removed
	Protective interrupting	Department of Health. (n.d.). <i>Protective interrupting</i> . https://gdhr.wa.gov.au/guides/what-to-teach/protective-interrupting
	Australian Human Rights Commission Background information for teachers	Australian Human Rights Commission. (2020). <i>Children's Rights Reports</i> . https://humanrights.gov.au/our-work/childrens-rights/projects/childrens-rights-reports
	Australian Human Rights Commission Human rights definition	Australian Human Rights Commission. (n.d.). <i>Human Rights Explained: Fact sheet 1: Defining Human Rights</i> . https://humanrights.gov.au/our-work/education/human-rights-explained-fact-sheet-1-defining-human-rights
	UNICEF Simplified rights of a child	UNICEF. (n.d.). <i>The Convention on the Rights of the Child: The children's version</i> . https://www.unicef.org/child-rights-convention/convention-text-childrens-version
	Cambridge Dictionary Defining identity	Cambridge Dictionary English Dictionary, Translations & Thesaurus. (n.d.). <i>Identity</i> . https://dictionary.cambridge.org/dictionary/english/identity
	Act for Youth Background information and definition on identity	ACT for Youth. (2024). <i>Adolescent Identity Development</i> . https://actforyouth.net/adolescence/identity.cfm
	Write, fold and pass activity instructions	<ul style="list-style-type: none"> • Students to create small groups of at least five people, who they feel comfortable working with. • Each student writes their name at the top of a piece of paper. • Each student passes their paper to the left and the next person writes a positive quality or value that they notice in that person. • The paper is then folded so only the name is showing and passed to the next person.

Lessons	Resource	Link/information
		<ul style="list-style-type: none"> • Each person adds their positive quality or value and folds it over, until it returns to the owner of the paper. • Students are left with a long list of positive qualities that are seen by others and that make them uniquely them.
3–4	<p>Positive Psychology Classification of character strengths and virtues</p> <p>SDERA – School Drug Education and Road Aware Teacher Resource Personal strengths background information (p. 15)</p> <p>Year 9 Be Ready – Student workbook The student workbook can be found by scrolling down to the Year 9 section on the resources page.</p> <p>Your Dictionary Examples of core values</p>	<p>PositivePsychology.com. (2016). <i>The Classification of Character Strengths and Virtues</i>. Retrieved June, 2024, from https://positivepsychology.com/classification-character-strengths-virtues/</p> <p>School Drug Education and Road Aware. (2024). <i>Challenges and Choices Alcohol and other Drugs</i>. Retrieved June, 2024, from https://www.sdera.wa.edu.au/resources/secondary-resources/challenges-and-choices-drug-education-resources/</p> <p>Your Dictionary (2022). <i>Examples of Core Values: 80 Powerful Principles</i>. Retrieved June, 2024, from https://examples.yourdictionary.com/examples-of-core-values.html</p>
5–6	<ul style="list-style-type: none"> • World Health Organisation • Defining sex and gender and gender identity and background information. 	<p>World Health Organization. (2024). <i>Gender and health</i>. Retrieved June, 2024, from https://www.who.int/health-topics/gender#tab=tab_1</p>



Lessons: 7–8

Challenging stereotypes – Role-play activity

Outline a scenario that you have heard of that involves predetermined belief or stereotype.

Identify the issues that may arise from this scenario (including feelings, behaviours, attitudes, pressure on the individual etc.).

What solutions or strategies could be implemented to challenge this scenario and raise awareness of the effect of stereotyping?

Following the class discussion, how effective do you think your strategy was?



APPENDIX B:
ASSESSMENT TASK (SUMMATIVE)

Factors affecting identities




Sources – Summative assessment

Title of task

Factors affecting identities and behaviours – challenging gender stereotypes

Task details

Description of task	Students plan and design a promotional multimedia campaign that raises awareness about the impact gender stereotypes may have on the development of a young person's identity.
Type of assessment	Summative
Purpose of assessment	To demonstrate understanding of the key factors that shape identities in young people and to reflect on developing a positive identity and sense of self and to create awareness around the impact of gender stereotyping and expectations and the impact this may have on behaviour. Students have the opportunity to implement skills and strategies to challenge gender stereotyping and promote respect for self and others regarding personal differences and beliefs.
Assessment strategy	Students work in small groups of two to four to create a promotional multimedia campaign that stems from the stimulus material provided. The campaign can be presented in a visual/oral/recorded or written format.
Evidence to be collected	Planning sheet and complete multimedia campaign
Suggested time	2 x 50-minute lessons (Additional time can be given if more recording time is required.)



Content description

Content from the Western Australian Curriculum

Health Education

Personal identity and change

- Factors that shape personal identities and adolescent health behaviours
- Strategies for managing changes and transitions

Staying safe

Skills to deal with challenging or unsafe situations:

- refusal skills
- initiating contingency plans
- acting assertively

Key concepts

Rights and responsibilities; the factors that shape identity; the impact of gender stereotyping and expectations on shaping identities and adolescent health behaviours

Task preparation

Prior learning

Students have been provided with opportunities to learn the syllabus content in lessons 1–8.

Assessment task

Assessment conditions

In class with teacher supervision.

Differentiation

Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their readiness to learn and their need to be challenged. Where appropriate teachers may scaffold or extend the scope of the assessment tasks.

Resources

- student assessment task sheet, instructions, brainstorming worksheet, planning sheet and marking key
- access to the internet to watch the audiovisual stimulus material
- digital device for research
- digital device, recording device or paper for final presentation



Instructions for teachers

This task is designed to allow students to demonstrate their understanding and application of the factors that shape identity and behaviours. The task stimulates discussion and inquiry about the topic of gender stereotyping and the impact this form of stereotyping can have on young people as they begin to shape their personal identity. The task provides students with the opportunity to promote and challenge beliefs, thoughts and opinions around this area and ultimately raise awareness around the topic of stereotyping in the style of a promotional multimedia campaign.

Refer to the Learning intentions 1–8 for content that could be included in the assessment task and ensure students have access to this information.

Lesson plan

- Provide students with the assessment task sheet outlining the requirements of the task, along with the marking key, student instructions, stimulus discussion and brainstorming worksheet and the planning sheet.
- Organise students into small groups of two to four. Teachers to monitor grouping.
- Review and reinforce the lesson content relevant to the assessment task and ensure the classwork from lesson sequence is available for students to access.
- Explain to the students the structure of the assessment task. Provide relevant examples of what a promotional multimedia campaign is and how to potentially present the message the students wish to convey. (They can use one or more different approaches.)
- Go through the marking key and allow time for discussion and to answer questions.
- Students have two lessons to complete this assessment task.
- Guide students through the task by showing them the first audiovisual clip:
 - Like a girl
<https://www.youtube.com/watch?v=dxrPeFKtUwQ>
- Students complete the discussion questions (stimulus discussion and brainstorming worksheet).
- Show students the second audiovisual clip:
 - Boys and girls on stereotypes
<https://www.youtube.com/watch?v=aTvGSstKd5Y>
- Students complete the discussion questions (stimulus discussion and brainstorming worksheet).
- Remind students to use the marking key to ensure they cover all the set criteria with sufficient detail when completing the questions on the planning sheet.
- Students commence planning their promotional multimedia campaign using the checklist provided.
- Monitor students' progress and make informal observations about how students are managing the task. Scaffold as required.
- Students hand in their planning sheet for review at the end of the second lesson.
- Students present their promotional multimedia campaign in chosen format; for example, recording of advertisement, social media post examples, posters etc. This is handed in at the end of the second lesson. An additional lesson may be given if students are presenting it face to face.
- Provide feedback to the students about their progress in the task and possible areas for improvement throughout the implementation process.
- Following completion and review, show the students an exemplar of the task and ask them to reflect on any areas they could improve.



Instructions to students

Your task is to create an exciting and original promotional multimedia campaign designed to raise awareness of the impact of gender stereotyping on the personal identity development of young people. You are provided with the opportunity to present your understanding through your research, planning and presentation of your key messages about this topic as part of your media campaign.

You will have two lessons to plan and write your promotional multimedia campaign.

Task requirements

Using your classwork from this lesson sequence, plus additional group research, you are required to examine the factors that shape identity in young people and the impact gender stereotypes may have on a developing adolescent.

Your task is to create a promotional multimedia campaign that demonstrates your understanding of this content, using the criteria provided.

- Read the task sheet carefully to assist your understanding of the task.
- Work in small groups of two to four students, which the teacher will organise.
- Use the stimulus discussion and brainstorming worksheet provided to:
 - watch the first audiovisual clip as directed by your teacher
 - use the discussion questions to generate ideas among your group
 - watch the second audiovisual clip as directed by your teacher
 - use the discussion questions to generate ideas among your group
 - discuss and brainstorm with your group the key messages you would like to promote during your campaign to raise awareness about stereotyping.
- Allocate the remaining planning tasks between group members.
- Complete the planning sheet provided to demonstrate the background knowledge associated with your promotional multimedia campaign. This will form part of your overall mark for this assessment.
- Create your promotional multimedia campaign using all the information from the planning sheet. This will form the second part of your overall mark for this assessment.
- Follow the presentation of the promotional multimedia campaign checklist to ensure you cover all areas within your campaign.
- Submit your final promotional multimedia campaign presentation and planning sheet for marking and review.

Stimulus discussion and brainstorming worksheet for students

- Watch the following audiovisual clip.
 - Like a girl
<https://www.youtube.com/watch?v=dxrPeFKtUwQ>
- Talk about the following discussion points in your groups:
 - What is the message behind this campaign?
 - What does it mean to do things like a girl?
 - How would you describe the responses from the majority of participants?
 - Why do you think they responded like that?
 - Does this type of behaviour limit what girls believe they are capable of achieving?
 - What can be done to overcome these challenges?
- Watch the following audiovisual clip.
 - Boys and girls on stereotypes
<https://www.youtube.com/watch?v=aTvGSstKd5Y>
- Talk about the following discussion points in your groups.
 - What stereotypical beliefs were seen among many of the boys and girls interviewed about what it means to be a boy?
 - What factors may have contributed to the views expressed?
 - Which viewpoints did you relate to? Why?

Brainstorm

As a group, brainstorm to identify the key messages you would like to promote to raise awareness among people about gender stereotyping.





Media campaign planning sheet

Write your name and the names of your group members in the space provided.

Background information and planning

Complete the following in preparation for planning your promotional multimedia campaign.

1. Explain what the campaign is about. (2 marks)

2. Define 'personal identity'. (1 mark)

3. List **four** key factors that may influence and significantly shape identity development and behaviour in young people. For **two** of the chosen factors, explain the effect that the factor may have on shaping a young person's identity development (positive or negative). (8 marks)



4. Define the term 'stereotype'.

(1 mark)

5. Describe what gender stereotyping is and provide **one** example of a gender stereotype a boy may experience and one gender stereotype that a girl may experience. (4 marks)

6. Describe the impact gender stereotypes may have on young people as they begin to develop their personal identity. (2 marks)



Presentation of promotional multimedia campaign

The following criteria must be demonstrated in the presentation of your multimedia campaign.


- An appropriate choice of multimedia platform to promote your campaign, which is suitable to portray your message accurately.
- Evidence of the key message that your campaign is attempting to share.
- **Two** examples of how gender stereotyping can impact developing identities in young people.
- Explain how you would implement a method or strategy to challenge the use of gender stereotypes.
- Evidence of how the campaign is respectful for all, taking into consideration personal differences and opinions.

Use the table below to guide you through the process of including the relevant criteria in your multimedia campaign.

Criteria	Notes	Tick when complete
Chosen method to present the campaign		
Evidence of key message		
Two detailed examples of the impact of gender stereotypes on identity		
Method, suggestion and or strategy to challenge gender stereotypes		
Evidence of respectful promotion and presentation of the campaign		

Marking key

Description	Marks
Planning sheet	
1. Explain what the campaign is about.	
Clear explanation with all relevant detail of the campaign.	2
Simple explanation with some detail of the campaign.	1
Subtotal	/2
2. Define 'personal identity'.	
Defines the term 'personal identity'.	1
Subtotal	/1
3. List four key factors that may influence and significantly shape identity development and behaviour in young people. For two of the chosen factors, explain the effect that the factor may have on shaping a young person's identity development (positive or negative).	
Provides four factors that may influence and significantly shape identity development and behaviour.	1–4
Subtotal	/4
For each of two factors (2 x 2 marks)	
Explains the effect the factor may have on identity development.	2
Outlines the effect the factor may have on identity development.	1
Subtotal	/4
4. Define the term 'stereotype'.	
Defines the term 'stereotype'.	1
Subtotal	/1
5. Describe what gender stereotyping is and provide one example of a gender stereotype a boy may experience and one gender stereotype that a girl may experience.	
Describes of gender stereotyping.	2
Outlines gender stereotyping.	1
Provides example of a gender stereotype for a boy.	1
Provides example of a gender stereotype for a girl.	1
Subtotal	/4



Description	Marks
6. Describe the impact gender stereotypes may have on young people as they begin to develop their personal identity.	
Describes the impact gender stereotypes may have on young people.	2
States the impact gender stereotypes may have on young people.	1
Subtotal	/2
Planning sheet total	/18

Marking key

Description	Marks
Multimedia presentation	
1. Method of presentation chosen to convey the message.	
Chooses a method to present and convey the message that is appropriate to the audience.	1
Subtotal	/1
2. Evidence of key message	
Demonstrates a clear and relevant message about gender stereotyping in presentation.	2
Demonstrates some evidence of a relevant message about gender stereotyping in presentation.	1
Subtotal	/2
3. Two detailed examples of the impact of gender stereotypes on identity development	
For each of two examples (2 x 2 marks)	
Detailed example of the impact on gender stereotypes on identity development.	2
Brief example of the impact of gender stereotypes on identity development.	1
Subtotal	/4
4. Explanation of how you would implement a method or strategy to challenge the use of gender stereotypes	
Provides clear evidence of an appropriate method, suggestion or strategy to challenge the use of gender stereotypes.	2
Provides some evidence of an appropriate method, suggestion or strategy to challenge the use of gender stereotypes.	1
Subtotal	/2
5. Evidence of respectful promotion and presentation of the campaign	
Presentation shows clear evidence of being respectful and takes into consideration personal differences and opinions.	3–4
Presentation shows some evidence of being respectful and takes into consideration personal differences and opinions.	1–2
Subtotal	/4
Multimedia presentation total	/13
Total	/31



Acknowledgements

Lesson sequence

- Lessons 1–2 Starter activity (dot point 5, sentence 2) adapted from: Australian Human Rights Commission. (2009). *Human rights explained: Fact sheet 1: Defining human rights*. Retrieved February, 2022, from <https://humanrights.gov.au/our-work/education/human-rights-explained-fact-sheet-1-defining-human-rights>
Used under [Creative Commons Attribution 4.0 International licence](#).
- Lessons 3–4 Support notes (dot point 1) from: Department of Education WA Road Safety and Drug Education Branch. (2020). *Challenges and choices: A resilience approach to drug education Year 9 be ready*. Government of Western Australia, p. 1. Retrieved February, 2022, from <https://www.sdera.wa.edu.au/resources/secondary-resources/challenges-and-choices-drug-education-resources/>
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Appendix A

Emotional barometer ‘Take a moment to check in’ graphic created in Canva.

Appendix B

Brainstorm Image from: Hassan, M. (2020). [Graphic of brain in lightbulb. Retrieved September, 2021, from <https://pixabay.com/vectors/idea-brain-thinking-lightbulb-5393862/>

